Maximizing Your Memory (PSY 1330)

Fall 2025 Syllabus

Course Information

Class Location: Vanserg Hall Room 115

Class Time: Mondays & Wednesdays, 1:30-2:45pm

Course Website: https://canvas.harvard.edu/courses/157200

Instructor: Dr. Anna McCarter (she/her) amccarter@fas.harvard.edu

Open Student Hours: Mondays 3-4pm in William James Hall Room 860 or email me to set up a different meeting time (can be via Zoom or in person)

Course Description

Can mint gum help you ace an exam? Is it better to pull an all-nighter to study or go to sleep? Could creating a daily drawing journal improve your memory for special moments? The ability to remember, and consequences of forgetting, deeply impact how we experience and interact with the world around us. In this course, we will draw from literature in educational psychology, applied cognitive psychology, and neuroscience to examine how to optimize the encoding, storage, and retrieval of memory. Throughout the semester, there will be a focus on investigating specific empirically-backed strategies to boost memory, and you will have the opportunity to apply these strategies to your own life and reflect on their effectiveness.

Course Learning Objectives

- You will be able to explain the key processes behind forming long-lasting memories and debunk common misconceptions about learning and memory.
- You will be able to implement the learning strategies discussed in class to improve your memory of academic content and the meaningful moments in your life.
- You will be able to explain the principles of memory behind effective learning strategies to a non-academic audience.
- You will be able to identify an unanswered research question in this literature and consider what methods would be appropriate to answer it.

Course Overview

Each week we will explore one key principle of memory encoding, storage, or retrieval and a practical strategy leveraging that principle to improve memory. There will be several readings to introduce you to the principle and a brief reading synthesis question to help you link the main ideas from the texts. In class, we will dive into the memory process from a neurological, cognitive, and educational perspective to build an understanding of how it works. You will try out each of the strategies in your own life and submit a reflection in which you compare the strategy to your usual behavior and evaluate both your subjective experience and any objective indicators of the strategy's effectiveness. You will also do a Memory Aide Project which allows

you to share what you've learned with an audience of your choosing, and you will do a Final Paper which encourages you to explore novel applications of these learning principles. Through the reflections, project, and final paper, you'll see how the material you learn in this class can be applied to your own life and studies, scientific communication, and research avenues.

Assignments

In-Class Engagement

You are expected to attend and actively participate in class. Everyone has an important perspective so I hope that we can find ways to make space for everyone to share. Some examples of good levels of engagement include answering a question posed by Dr. McCarter or a classmate, asking a question, attentive listening, taking notes, or participating productively during small group or individual work time. Some examples of poor levels of engagement include arriving late, leaving early, sleeping during class, distracting others, or doing non-class related activities on your devices. As we'll learn in Week 3, being present and attentive is a big step toward learning. However, I understand that you may not be at your best every day. To allow for that, your lowest participation grade will be dropped.

Reading Synthesis Questions

In the schedule at the end of this syllabus you will find the required readings. You will have 3-4 published scientific articles to read each week. Please complete the assigned readings prior to each class so that you are ready to build on that knowledge and engage with your classmates. While I will have a brief lecture during each class, I will not spend the lecture summarizing the readings. Instead, I will highlight additional research being done in these areas. It is important for you to read the articles so that you are able to follow the lecture and participate in our class activities and discussions. To help you synthesize what you learned in the readings, you will complete a reading synthesis question on Canvas prior to most classes. The synthesis questions will consist of one prompt that you will respond to in 200-300 words. You can refer to the articles and your notes as you complete these, but you should not be using other websites or resources. In addition to your answer to the synthesis question, you are encouraged to include in your submission any clarifying or big-picture questions that you have. Make sure to explain your thought process so that I can understand where the confusion is or what your idea is. Your questions will inform my lectures and our class activities. You will submit your reading synthesis question on Canvas by 9pm the day before the articles are discussed in class.

Try It Out Reflections

For each learning strategy that we cover, you will spend time outside of class trying it out for yourself. Then you will prepare a reflection in which you will explain what you did along with what the pros and cons of this strategy are for you. How does this strategy compare to your usual study techniques? How confident do you feel in your grasp of the content you learned? This reflection can take a variety of forms—written journal, video, audio recording, etc. You will have a strategy to try out and a reflection to submit for weeks 4 to 13. Your reflections will be due each week on Fridays at 9pm.

Fundamentals Quiz

During Week 2 we will cover the fundamentals of memory and in Week 3 we will cover the fundamentals of forgetting. These weeks will introduce a lot of terminology that will be used in subsequent readings and discussions. In order to ensure that everyone has a solid grasp of these concepts, we will have a Fundamentals Quiz posted to Canvas after class on September 17th. You must submit the quiz by 9pm on September 19th. Once you start the quiz, you will have 30 minutes to complete it. If you score less than a 90%, you will need to retake the quiz by 9pm on September 21st. The quiz will consist of multiple choice, true or false, and fill in the blank questions. To keep up with the pace of class readings and discussions, you won't be able to frequently refer back to your notes to clarify the meaning of key terms. To help you reach this level of comprehension, this quiz will be closed book.

Memory Aide Project

You will pick one learning principle that we cover this semester. You want to convey information about this principle to a relevant audience. This can take a variety of forms. For instance, you could create an infographic explaining why flashcards are beneficial and share it with folks at the Academic Resource Center. You could write a letter to a local high school biology teacher encouraging them to incorporate drawing into their assignments. You could record a video for your grandparent who is experiencing memory decline explaining how senses contribute to memory. You have a lot of freedom with this project! You decide what format it takes and who you design it for. The overarching goal is to consider how you can share your knowledge about learning and memory with the wider community. Before Week 4, Dr. McCarter will briefly introduce all of the principles and corresponding strategies that we will be discussing this semester and you will have the opportunity to decide which one you want to do your project on. Your project will be due at 9pm on Friday the week after the principle is covered in class.

Final Paper

For your final paper, you will write a 10-page proposal for a research project. This project can explore a learning principle that we did not cover in this course or a novel implementation of a principle that we discussed. You're welcome to investigate the same principle you used for the Memory Aide Project if you'd like to. There are check-in assignments spaced across the semester to assist you with developing your research question, literature review, and methods. In addition to these check-in assignments, feel free to meet with Dr. McCarter at any point in the semester to discuss any questions. The final paper will be due on December 9th at 9pm.

End-of-Semester Presentation

During the last week of class, you will present a three-slide presentation. One slide will describe the research project you developed in your Final Paper, one slide will describe your Memory Aide Project, and one slide will describe which strategy or strategies you want to continue using next semester. The goal of these presentations is to recap all that we learned in a fun way and highlight the amazing work that you all have done this semester. The presentations will take place in class on December 1st and 3rd.

Here is a summary of how each course component will be factored into the total grade:

Course Component	**Points Each**	**Total Points**
In-Class Engagement	10 (x 24 classes)	240
Reading Synthesis Questions	10 points (x 22 reading days)	220
Try It Out Reflections	25 (x 10 reflections)	250
Fundamentals Quiz	50 points	50
Memory Aide Project	100 points	100
Final Paper	175 points	175
End-of-Semester Presentation	25 points	25
		1060

The following grading scale will be used:

A	93-100%
A-	90-92.99%
B+	87-89.99%
B	83-86.99%
B-	80-82.99%
C+	77-79.99%
C	73-76.99%
C-	70-72.99%
D+	67-69.99%
D	63-66.99%
D-	60-62.99%
E	59.99% and below

Course Policies

Accessibility

I want this course to provide equitable opportunities for learning. If you have a letter from the Disability Access Office (DAO) or have other needs that I can accommodate, please speak with me by the end of the second week of the term to ensure I am able to respond in a timely manner. Should your needs change during the semester, I will be happy to work with you and the DAO to adapt accordingly. All discussions will remain confidential, although DAO may be consulted to discuss appropriate implementation of accommodations.

Late Assignments

If you have extenuating circumstances (family emergency, acute injury/illness) that you believe warrant an extension on an assignment, please email me before the assignment is due to arrange for a potential extension. Please note that extracurricular activities (including sports), job interviews, and travel are not considered extenuating circumstances. If I don't hear from you, there will be a 10% deduction beginning immediately after the time it is due and an additional 10% deduction for each subsequent 24 hours it is late. (For example, if the assignment is due on Sunday at 9:00pm and you submit it on Tuesday at 3:00pm, the maximum you can earn is an 80%.)

Attendance
Please email me at least 1 hour before class if you will need to miss class due to extenuating circumstances and we will figure out a potential makeup plan. Family emergencies and acute injury or illness are considered extenuating circumstances. Extracurricular activities (including sports), job interviews, and travel are not considered extenuating circumstances. If you miss more than one class for extenuating circumstances, I'll ask that you cc your Resident Dean on your request email. If you miss class for unexcused reasons, you will earn a zero for your in-class engagement grade that day. Please note that you must attend at least 75% of all classes to be eligible to pass this course.

Communication
Check your Harvard email and Canvas regularly as any updates will be shared there. I encourage you to email me with any questions that you have that are not addressed here. I'm here to help you! I commit to respond to emails within 24 hours (excluding weekends and holidays). You will get emails from me during standard working hours (9am-5pm Monday-Friday). I am unlikely to respond to emails over the weekend or after 5pm on weekdays. If you send me an email during that time, you can expect a response from me on the next workday. I would love to see you at open student hours. They are a great time to ask questions about the class, cognition more broadly, or anything else you want to talk about! If my posted hours don't work for you, email me to set up another time. Make sure to be courteous in your communication with me and your classmates. We are all deserving of respect and kindness. I strive for a safe, open, and welcoming classroom.

Use of Electronic Devices
You are welcome to use your laptop or a tablet during class. However, these devices should be used for class-related purposes only. You should not be surfing the internet, texting, catching up on emails, or online shopping. Being present and attentive during class is crucial for your learning. In addition, doing non class-related activities can be very distracting and detrimental for your peers sitting near you (e.g., Hall et al., 2020). This policy may change if there are multiple instances of electronic devices being used for non-class related purposes.

Food & Beverages in Class
I understand that class days can be very busy, and you may not have open time to eat. Given that, you are welcome to eat snacks during class. I just ask that your eating is not disruptive to others (e.g., pungent smell, very crunchy) and is not messy. You are in charge of ensuring that your space is clean before leaving.

Collaboration
Collaboration is not permitted on the fundamentals quiz, reading synthesis questions, try it out reflections, or the memory aide project. During class you will often work with other students on activities. You are encouraged to talk together about the relevant topics in this case. For the final project, you may consult with your classmates on your choice of topic and you may discuss your chosen topic with your peers. However, you should ensure that the written work you submit for

evaluation is the result of your own research and writing and that it reflects your own approach to the topic.

Academic Integrity & Plagiarism
Out of fairness to the vast majority of students who take their education seriously, no form of academic dishonesty will be tolerated. It is expected that all of the assignments you turn in for this course will be your own original work. This means that your work will be free from plagiarism and will be written by you. To avoid committing plagiarism, you must follow two main rules:

- Always cite the source of a finding, idea, or argument that isn't your own, no matter how much rewording you have done.
- Always put the findings, ideas, and arguments you cite into your own words. If a direct quote is absolutely necessary, put the text in quotation marks and include a page number in your citation.

It is important to remember that incorrect citations do not have to be intentional to be considered plagiarism. Plagiarized or improperly cited work will be referred to the Honor Council for review and may result in severe penalties and disciplinary action. Please be careful and reach out to Dr. McCarter with any questions that you have. For your reference, please review the Harvard Student Handbook and the Harvard Guide to Using Sources.

Generative AI
In terms of the use of ChatGPT and other generative AI programs, it is expected that you will not use it for any substantive portions of assignments. The standard used in this class is that if you would not ask your roommate or friend to help with this, you should not ask generative AI. For instance, it is okay to use generative AI (or a roommate/friend) to help you come up with a synonym for a word in your paper or to check it over for grammar mistakes. It is not acceptable to have generative AI (or anyone else) write any portion of your assignments, provide you with a summary of articles, or brainstorm ideas for the project. You are here to learn and if you rely on generative AI to do the work for you, you will not be learning.

Relevant Resources

Academic Resource Center: Offers workshops on academic skills and tutoring
Harvard College Writing Center: Can review your writing assignments
Counseling and Mental Health Services: Offers individual counseling and workshops

Course Schedule

Week 1 – Introduction to the Course	
September 3rd	Read syllabus and Scientific American article before class • Dunlosky, J., Rawson, K.A., Marsh, E.J., Nathan, M.J., & Willingham, D.T. (2013). What works, what doesn't. *Scientific American Mind*, *24*(4), 46–53. http://www.jstor.org/stable/24942480 [Explores a few effective and ineffective learning strategies]
September 6th	Extra Credit Welcome Survey submitted by 9pm

Week 2 – What is Memory?	
September 7th	Reading Synthesis Question submitted by 9pm for Camina & Güell (2017) • Camina, E., & Güell, F. (2017). The neuroanatomical, neurophysiological and psychological basis of memory: Current models and their origins. *Frontiers in Pharmacology*, *8*, Article 438. https://doi.org/10.3389/fphar.2017.00438 [Introduces the different types of memory]
September 9th	Reading Synthesis Question submitted by 9pm for Raslau et al. (2014) and Sridhar et al. (2023) • Raslau, F. D., Klein, A. P., Ulmer, J. L., Mathews, V., & Mark, L. P. (2014). Memory part 1: overview. *American Journal of Neuroradiology*, *35*(11), 2058-2060. https://doi.org/10.3174/ajnr.A4059 [A brief introduction to memory from a neuroscience perspective] • Sridhar, S., Khamaj, A., & Asthana, M. K. (2023). Cognitive neuroscience perspective on memory: overview and summary. *Frontiers in Human Neuroscience*, *17*, Article 1217093. https://doi.org/10.3389/fnhum.2023.1217093 [A more in-depth look at the neuroscience of memory]
Week 3 – Common Causes of Forgetting	
September 14th	Reading Synthesis Question submitted by 9pm for Fernandes & Moscovitch (2000) and Tulving & Pearlstone (1966) • Fernandes, M. A., & Moscovitch, M. (2000). Divided attention and memory: evidence of substantial interference effects at retrieval and encoding. *Journal of Experimental Psychology: General*, *129*(2), 155-176. https://doi.org/10.1037/0096-3445.129.2.155 [Explores one of the most common causes of forgetting: encoding failures] • Tulving, E., & Pearlstone, Z. (1966). Availability versus accessibility of information in memory for words. *Journal of Verbal Learning and Verbal Behavior*, *5*(4), 381-391. https://doi.org/10.1016/S0022-5371(66)80048-8 [Explores another common cause of forgetting: inadequate retrieval cues]
September 16th	Reading Synthesis Question submitted by 9pm for Anderson & Green (2001) and Altmann & Gray (2002) • Anderson, M. C., & Green, C. (2001). Suppressing unwanted memories by executive control. *Nature*, *410*, 366-369. https://doi.org/10.1038/35066572 [Investigates suppression of memories] • Altmann, E. M., & Gray, W. D. (2002). Forgetting to remember: The functional relationship of decay and interference. *Psychological Science*, *13*(1), 27-33. https://doi.org/10.1111/1467-9280.00405 [Investigates decay and interference as causes of forgetting]
September 19th	Fundamentals Quiz submitted by 9pm

UNIT 1: ENCODING	
Week 4 – Elaborative Interrogation: Asking Why	
September 21st	Reading Synthesis Question submitted by 9pm for Pressley et al. (1987) • Pressley, M., McDaniel, M. A., Turnure, J. E., Wood, E., & Ahmad, M. (1987). Generation and precision of elaboration: Effects on intentional and incidental learning. *Journal of Experimental Psychology: Learning, memory, and cognition*, *13*(2), 291-300. https://doi.org/10.1037/0278-7393.13.2.291 [Study that introduced the idea of elaborative interrogation]
September 23rd	Reading Synthesis Question submitted by 9pm for Woloshyn et al. (1990) and Bradshaw & Anderson (1982) • Woloshyn, V. E., Willoughby, T., Wood, E., & Pressley, M. (1990). Elaborative interrogation facilitates adult learning of factual paragraphs. *Journal of Educational Psychology*, *82*(3), 513-524. https://doi.org/10.1037/0022-0663.82.3.513 [Explores the benefits of elaborative interrogation for college students] • Bradshaw, G. L., & Anderson, J. R. (1982). Elaborative encoding as an explanation of levels of processing. *Journal of Verbal Learning and Verbal Behavior*, *21*(2), 165-174. https://doi.org/10.1016/S0022-5371(82)90531-X [Provides a theoretical basis for the effectiveness of elaborative encoding]
September 26th	Week 4 Reflection submitted by 9pm
Week 5 – Motoric Engagement: Drawing	
September 28th	Reading Synthesis Question submitted by 9pm for Meade et al. (2018) • Meade, M. E., Wammes, J. D., & Fernandes, M. A. (2018). Drawing as an encoding tool: Memorial benefits in younger and older adults. *Experimental Aging Research*, *44*(5), 369-396. https://doi.org/10.1080/0361073X.2018.1521432 [Introduces the idea that drawing can be a learning tool]
September 30th	Reading Synthesis Question submitted by 9pm for Balemans et al. (2016) and Roberts et al. (2025) • Balemans, M. C., Kooloos, J. G., Donders, A. R. T., & Van der Zee, C. E. (2016). Actual drawing of histological images improves knowledge retention. *Anatomical Sciences Education*, *9*(1), 60-70. https://doi.org/10.1002/ase.1545 [Explores how drawing can be used in the classroom] • Roberts, B. R., Meade, M. E., & Fernandes, M. A. (2025). Brain regions supporting retrieval of words drawn at encoding: fMRI evidence for multimodal reactivation. *Memory & Cognition*, *53*, 282-298. https://doi.org/10.3758/s13421-024-01591-y [Provides evidence for why motoric engagement is beneficial for memory]
October 3rd	Week 5 Reflection submitted by 9pm

Week 6 – Emotion: Rhymes & Songs	
October 5th	Reading Synthesis Question submitted by 9pm for Wallace (1994) • Wallace, W. T. (1994). Memory for music: Effect of melody on recall of text. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *20*(6), 1471-1485. https://doi.org/10.1037/0278-7393.20.6.1471 [Introduces the concept of improved memory with music]
October 7th	Reading Synthesis Question submitted by 9pm for Eschrich et al. (2008) and Jacobsen et al. (2015) • Eschrich, S., Münte, T. F., & Altenmüller, E. O. (2008). Unforgettable film music: the role of emotion in episodic long-term memory for music. *BMC Neuroscience*, *9*, Article 48. https://doi.org/10.1186/1471-2202-9-48 [Suggests that emotion links music and memory] • Jacobsen, J. H., Stelzer, J., Fritz, T. H., Chételat, G., La Joie, R., & Turner, R. (2015). Why musical memory can be preserved in advanced Alzheimer's disease. *Brain*, *138*(8), 2438-2450. https://doi.org/10.1093/brain/awv135 [Presents evidence that musical memory is retained despite other memory loss]
October 10th	Week 6 Reflection submitted by 9pm
UNIT 2: STORAGE	
Week 7 – Memory Consolidation: Get Sleep	
October 13th	No Readings or Class – Indigenous People's Day
October 14th	Reading Synthesis Question submitted by 9pm for Diekelmann et al. (2009) and Okano et al. (2019) • Diekelmann, S., Wilhelm, I., & Born, J. (2009). The whats and whens of sleep-dependent memory consolidation. *Sleep Medicine Reviews*, *13*(5), 309-321. https://doi.org/10.1016/j.smrv.2008.08.002 [Introduces the role that sleep plays in memory] • Okano, K., Kaczmarzyk, J. R., Dave, N., Gabrieli, J. D., & Grossman, J. C. (2019). Sleep quality, duration, and consistency are associated with better academic performance in college students. *NPJ Science of Learning*, *4*, Article 16. https://doi.org/10.1038/s41539-019-0055-z [Shows how sleep can impact college student success]
October 17th	Week 7 Reflection submitted by 9pm
Week 8 – Context-Dependent Learning: Mint Gum	
October 19th	Reading Synthesis Question submitted by 9pm for Godden & Baddeley (1975) • Godden, D. R., & Baddeley, A. D. (1975). Context-dependent memory in two natural environments: On land and underwater. *British Journal of Psychology*, *66*(3), 325-331. https://doi.org/10.1111/j.2044-8295.1975.tb01468.x [The original paper uncovering context-dependent learning]

October 21st	Reading Synthesis Question submitted by 9pm for Grant et al. (1998) and Herz (1997) • Grant, H. M., Bredahl, L. C., Clay, J., Ferrie, J., Groves, J. E., McDorman, T. A., & Dark, V. J. (1998). Context-dependent memory for meaningful material: information for students. *Applied Cognitive Psychology: The Official Journal of the Society for Applied Research in Memory and Cognition*, *12*(6), 617-623. https://doi.org/10.1002/(SICI)1099-0720(1998120)12:6%3C617::AID-ACP542%3E3.0.CO;2-5 [Explores how changes in noise levels between studying and the test influence memory] • Herz, R. S. (1997). The effects of cue distinctiveness on odor-based context-dependent memory. *Memory & Cognition*, *25*, 375-380. https://doi.org/10.3758/BF03211293 [Explores how smells – like mint gum – can be linked with memories]
October 24th	Week 8 Reflection submitted by 9pm
Week 9 – Novelty: Unique Moments	
October 26th	Reading Synthesis Question submitted by 9pm for Meade et al. (2024) • Meade, M. E., Chang, M., Savel, K., Hong, B., Martin, C. B., & Barense, M. D. (2024). Unique events improve episodic richness, enhance mood, and alter the perception of time during isolation. *Scientific Reports*, *14*, Article 29439. https://doi.org/10.1038/s41598-024-80591-z [Explores how novel experiences impact memory]
October 28th	Reading Synthesis Question submitted by 9pm for Munawar et al. (2018) and Park et al. (2021) • Munawar, K., Kuhn, S. K., & Haque, S. (2018). Understanding the reminiscence bump: A systematic review. *PloS One*, *13*(12), Article e0208595. https://doi.org/10.1371/journal.pone.0208595 [Introduces the reminiscence bump] • Park, A. J., Harris, A. Z., Martyniuk, K. M., Chang, C. Y., Abbas, A. I., Lowes, D. C., ... & Gordon, J. A. (2021). Reset of hippocampal–prefrontal circuitry facilitates learning. *Nature*, *591*, 615-619. https://doi.org/10.1038/s41586-021-03272-1 [Explores the neural basis of why novelty increases memory]
October 31st	Week 9 Reflection submitted by 9pm
UNIT 3: RETRIEVAL	
Week 10 – Spaced Repetition: Flashcards	
November 2nd	Reading Synthesis Question submitted by 9pm for Kornell (2009) • Kornell, N. (2009). Optimising learning using flashcards: Spacing is more effective than cramming. *Applied Cognitive Psychology: The Official Journal of the Society for Applied Research in Memory and Cognition*, *23*(9), 1297-1317. https://doi.org/10.1002/acp.1537

	[Introduces the spacing effect and how flashcards can be used optimally
November 4th	Reading Synthesis Question submitted by 9pm for Xue et al. (2011) and Kang (2016) • Xue, G., Mei, L., Chen, C., Lu, Z. L., Poldrack, R., & Dong, Q. (2011). Spaced learning enhances subsequent recognition memory by reducing neural repetition suppression. *Journal of Cognitive Neuroscience*, *23*(7), 1624-1633. https://doi.org/10.1162/jocn.2010.21532 [Investigates how spaced repetition works neurally] • Kang, S. H. (2016). Spaced repetition promotes efficient and effective learning: Policy implications for instruction. *Policy Insights from the Behavioral and Brain Sciences*, *3*(1), 12-19. https://doi.org/10.1177/237273221562470 [Exploring how spaced repetition can be incorporated into classrooms]
November 6th	Final Paper Brainstorming submitted by 9pm
November 7th	Week 10 Reflection submitted by 9pm
Week 11 – Memory Cueing: Acronyms	
November 9th	Reading Synthesis Question submitted by 9pm for Putnam (2015) • Putnam, A. L. (2015). Mnemonics in education: Current research and applications. *Translational Issues in Psychological Science*, *1*(2), 130-139. https://doi.org/10.1037/tps0000023 [Introduces acronyms and other mnemonic strategies]
November 11th	Reading Synthesis Question submitted by 9pm for Radović & Manzey (2019) and Stalder (2005) • Radović, T., & Manzey, D. (2019). The impact of a mnemonic acronym on learning and performing a procedural task and its resilience toward interruptions. *Frontiers in Psychology*, *10*, Article 2522. https://doi.org/10.3389/fpsyg.2019.02522 [Explores how acronyms can benefit procedural learning] • Stalder, D. R. (2005). Learning and motivational benefits of acronym use in introductory psychology. *Teaching of Psychology*, *32*(4), 222-228. https://doi.org/10.1207/s15328023top3204_3 [Investigates ways acronyms can benefit learning psychology]
November 14th	Week 11 Reflection submitted by 9pm
Week 12 – Retrieval Practice: Practice Tests	
November 16th	Reading Synthesis Question submitted by 9pm for Roediger & Karpicke (2006) • Roediger III, H. L., & Karpicke, J. D. (2006). Test-enhanced learning: Taking memory tests improves long-term retention. *Psychological Science*, *17*(3), 249-255. https://doi.org/10.1111/j.1467-9280.2006.01693.x [The original paper uncovering the benefits of testing]

November 18th	Reading Synthesis Question submitted by 9pm for Agarwal et al. (2012) and McCarter et al. (2025) • Agarwal, P. K., Bain, P. M., & Chamberlain, R. W. (2012). The value of applied research: Retrieval practice improves classroom learning and recommendations from a teacher, a principal, and a scientist. *Educational Psychology Review*, *24*, 437-448. https://doi.org/10.1007/s10648-012-9210-2 [Explores how retrieval practice can be used in real classrooms] • McCarter, A. C., Huber, D. E., & Cowell, R. A. (2025). No evidence of a visual testing effect for novel, meaningless objects. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *51*(7), 1122–1140. https://doi.org/10.1037/xlm0001430 [Explores theories of why testing is beneficial]
November 20th	Final Paper Outline & Annotated Bibliography submitted by 9pm
November 21st	Week 12 Reflection submitted by 9pm
Week 13 – Outsourcing: Storytelling	
November 23rd	Reading Synthesis Question submitted by 9pm for Jones & Ackerman (2018) and Dudukovic et al. (2004) • Jones, J., & Ackerman, M. S. (2018). Co-constructing family memory: Understanding the intergenerational practices of passing on family stories. *Proceedings of the 2018 Chi Conference on Human Factors in Computing Systems*, Article 424. https://doi.org/10.1145/3173574.3173998 [Explains how stories create family memory and how technology can be used for storytelling] • Dudukovic, N. M., Marsh, E. J., & Tversky, B. (2004). Telling a story or telling it straight: The effects of entertaining versus accurate retellings on memory. *Applied Cognitive Psychology*, *18*(2), 125-143. https://doi.org/10.1002/acp.953 [Explores how the accuracy of the story impacts the accuracy of memory for the original information]
November 26th	No Readings or Class – Thanksgiving Break
December 1st	Week 13 Reflection submitted by 9pm
Week 14 – Wrap-Up & Student Presentations	
December 1st	Submit three slide presentation by noon, No Reading Synthesis Question • Lee, K. (2017). 10 tips for speaking like a Ted Talk pro: Advice from the experts on how to make any presentation sing. *Monitor on Psychology*, *48*(2), 64. www.apa.org/monitor/2017/02/tips-speaking [Discusses key public speaking strategies]
December 3rd	No Readings
December 9th	Final Paper submitted by 9pm

*Your Memory Aide Project will be due Friday at 9pm the week after your learning principle is covered in class. For instance, if you chose to do your project on Spaced Repetition & Flashcards, your project would be due at 9pm on November 14th.